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ABSTRACT

Reasons accounting for attrition of University of North Dakota (UND) students were investigated. UND students who were enrolled during fall 1976-1977 through fall 1979-1980 as new freshmen and who terminated their studies without earning a degree between spring 1978-1979 to fall 1979-1980 were surveyed. The 237 respondents represented a response rate of 32.9 percent. The American College Testing Program's Withdrawing/Nonreturning Student Survey was administered. Respondents were typically female (60.7 percent) and between the ages of 20 and 25 years (84.4 percent). The decision to leave the university typically occurred during the freshman or sophomore year. The respondents who left UND prior to earning a degree indicated that the primary reason was to attend a different college or because they wanted to move. Major factors underlying the decision to attend a different college included (1) the desired major not being offered, and (2) dissatisfaction with a variety of other aspects of the institution. The decision to move seemed to be primarily related to travel desires. Although students generally reported satisfaction with the services and characteristics of UND (as well as with their decision to enroll), some potential areas for improvement were identified. It was found that three of the nine areas of least satisfaction concerned academic advising. It was also found that 27.4 percent of the respondents were dissatisfied with the concern shown for them as individuals. More than one-fourth of the respondents did not know about campus programs/services that might have helped them in the decision to transfer, withdraw, or remain in school. Four of every 10 left without formally withdrawing. It is concluded that dissatisfaction with certain university functions may influence student decisions to leave UND and that a positive change in the attitude of faculty and staff toward students and improvement in the quality of academic advising may help improve the retention rate. A questionnaire is appended. (SW)

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UNIVERSITY OF NORTH DAKOTA
DIVISION OF STUDENT AFFAIRS

Withdrawing/Nonreturning Students at the University of North Dakota

Robert B. Nelson

Donna M. Urff

RR-SA-012282

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Introduction

Although a subject of research for over 50 years in higher education, the topic of student retention/attrition has currently received renewed emphasis. College presidents recently ranked this concern second in importance on a list of 20 items representing critical issues confronting colleges and universities (Duea, 1981). Four general themes emerge as the primary rationale or justification for this type of research: "(a) concerns about the potential detrimental effects dropping out has on students; (b) institutional financial expenses accruing to student losses; (c) the belief that retention studies will lead to institutional improvement, and...; (d) the projected decline in the number of students attending college" (Nelson, 1981, p. 1).

Although some educators (Borup, 1968; Marsh, 1966) have expressed concern about relying on students' stated reasons for leaving an institution, Feldman and Newcomb (1969) have pointed out that this information is important in that institutional and student characteristics which promote withdrawal at one college may actually encourage persistence at another college and simply be irrelevant at a third. This variation points out the need for institutions to conduct their own "localized" research to determine the factors which may be at work in causing their students to leave (Cope & Hannah, 1975; Terenzini, 1980).

In his massive national study, Astin (1975) found that the three most commonly cited reasons given by students for withdrawing were: boredom with courses, financial difficulties, and marriage/family responsibility. Pantages and Creedon (1978) in their review of the related literature came to similar conclusions with their ranking of most frequently cited reasons: academic matters, financial difficulties, motivational problems, and personal considera-

tions. However, at the University of North Dakota (UND), Harth (1979) found that students who "formally" withdrew (as opposed to those who simply did not return the following term), most often gave the following reasons: work commitments, financial difficulties, and transfer to a different institution. The underlying considerations influencing the last reason were not explored.

In order to gain a greater understanding of the reasons which lead students to terminate their education at UND prior to earning a degree, the "Withdrawing/Nonreturning Student" study was initiated. The information presented should prove useful to academic departments, administrative officers, providers of student services, and others concerned about the problem of student retention/attrition.

Method

Subjects

The research population for this study consisted of all former UND students who met the following criteria: (a) their term of first enrollment occurred during the time period from Fall 1976-77 through Fall 1979-80, (b) they were classified at the time of their original enrollment as "undergraduate regular" - "new freshman," (c) their term of last enrollment occurred during the time period from Spring 1978-79 to Fall 1979-80, and (d) they terminated their studies at UND without earning a degree. On the basis of these parameters, a total of 688 subjects were included in the research population. Completed surveys were received from 227, resulting in an overall response rate of 32.9%. This rate compares favorably with other attrition studies which typically report response rates ranging from 15-40% (Patrick, Myers, and VanDusen, 1979).

Materials

The American College Testing Program's (ACT) Withdrawing/Nonreturning

Student Survey was selected to be used for this study. The four section instrument can be completed in approximately 20 minutes and is designed to determine why students leave an institution prior to earning a degree. The first section requests information on a number of demographic variables and determines former students' plans and activities since leaving college. Section two lists 48 reasons why students might leave college, and requests them to indicate whether each of these reasons was a "major reason", a "minor reason", or "not a reason" for their decision to leave college. The third section explores students' satisfaction with a variety of college services, programs, and characteristics while they were enrolled, and the fourth and final section consists of "local" optional items designed to gather additional information of specific interest to the institution.

Procedure

In January, 1981, the subjects were mailed a cover letter, a Withdrawing/Nonreturning Student Survey, and a business reply, postage-paid envelope. In February, 1981, nonrespondents were mailed a new cover letter, survey, and return envelope (see Appendix A).

Completed surveys were keypunched for data analysis at the UND Computer Center and analyzed using the Statistical Analysis System (SAS) package of computer programs.

Results

Student Characteristics

The descriptive statistics obtained from the Withdrawing/Nonreturning Student Survey indicated the respondents were typically female (60.7%) between the ages of 20 and 25 (84.4%). The majority were single (80.6%), in-state residents (92.4%) who were enrolled as full-time students (94.9%) prior

to withdrawal from UND. The decision to leave the University typically occurred during the freshman or sophomore year (87.7%) with only 1.3% of the non-returning subjects engaged in post graduate work at the time of their withdrawal from the University.

During the coming year, nearly one-third (31.6%) indicated that they planned to work full or part-time, while over one-half (52.2%) intended to return to college. Of these, however, only 13.5% planned to re-enroll at UND while 66.2% definitely did not plan to return. An additional 20.3% remained undecided about returning to this University.

Reasons for Leaving

With such a large number of subjects deciding to leave UND and not return, it becomes important to examine their reasons for withdrawal. Of the 48 possible reasons listed for withdrawing, only nine were considered to be "major" reasons for withdrawal by more than 10.0% of the respondents (see Table 1). "Decided to attend a different college" was cited most frequently (40.1%) as a major reason for not returning to UND, followed by "wanted to move to a new location" (21.1%), and "dissatisfied with my grades" (18.6%). No other reason was indicated by more than 15.0% of the respondents. Analyses of variance and t tests revealed no significant differences in stated reasons based on campus residence, intent to return to this University, or sex ($p < .05$).

When the respondents were asked to re-examine their major reasons and select the single most important reason for leaving UND, "decided to attend a different college" (17.0%) again received the greatest number of responses. No other reason was selected by more than 10.0% of the non-returning students.

Table 1

Nonreturning Students' Stated
Reasons for Leaving
the University of North Dakota

Reason	Major Reason	Minor Reason	Not a Reason
Decided to attend a different college	40.3%	17.2%	42.5%
Wanted to move to (or was transferred to) a new location	26.1	13.9	60.0
Dissatisfied with my grades	18.6	19.9	61.5
Inadequate study habits	13.9	29.6	56.5
Wanted a break from college studies	13.1	23.6	63.3
Impersonal attitude of college faculty or staff	12.9	10.3	76.7
Desired major was not offered by this college	12.6	5.6	81.8
Disappointed by quality of instruction	12.6	16.9	70.6
Accepted a full-time job	11.7	7.8	80.5
Academic advising was inadequate	11.7	17.7	70.6
Wanted to live nearer to my parents or loved ones	10.8	9.5	79.7

Of the 11 most frequently cited major reasons, seven were personal in nature (decided to attend a different school, wanted to move to a new location, dissatisfaction with grades, inadequate study habits, accepted a full-time job, wanted a break from college studies, wanted to live nearer to parents or loved ones), while the other four related directly to institutional factors (quality of instruction, availability of certain majors, quality of academic advising, and the impersonal attitude of faculty and staff).

The survey form also provided a section for students to make comments or suggestions concerning UND. A cross-section of these verbatim responses has been included in Appendix B.

As was previously noted, the underlying concerns that influenced student decisions to leave college were not addressed in a prior study completed at

UND. To determine what these concerns might be and why 40.1% of the respondents indicated that a major reason for leaving UND was "...to attend a different college", two stepwise multiple regression analyses were conducted. Both analyses used "decided to attend a different college" as the criterion. The first regression used the remaining 47 potential reasons as predictors (see Table 2). The results disclose that 48.4% of the variation in the transfer decision can be explained by the linear regression of the 27 variables (reasons) which entered the model operating jointly. Those variables which failed to meet the minimum significance level ($F < .5$) were excluded from the model. Of the 10 variables positively related to the criterion, five reflected personal considerations, three institutional, and one each related to academic and employment. The greatest individual strength of association was "desired major not offered" ($r = .307$). Based on the magnitude of the individual correlation coefficients obtained and the total amount of variance explained, it becomes clear that a simple explanation of why students choose to leave UND to attend different institutions is not obtainable.

This premise is supported by the second stepwise multiple regression which used the satisfaction ratings of the 46 college services and characteristics as predictors. This analysis was only able to account for 29.7% of the variance in the decision to transfer (see Table 3). Here, the strongest positive correlation revealed was "concern for you as an individual" ($r = .197$) which by itself accounted for only 3.9% of the variance. Thus, it appears that although many students who leave UND do so with the intent to transfer to a different institution, their reasons for making this decision are diverse and not readily explainable based on their responses to other potential reasons for leaving or their ratings of satisfaction with college services and characteristics.

Table 2

Summary of Stepwise Multiple Regression Analysis Using "Decided to Attend a Different College" as the Criterion and Other Reasons for Leaving This College as Predictors

Step	Variable entered	r	R	R^2	R^2 Change
1	Accepted a full-time job	-.273	.286	.082	.082
2	Family responsibilities were too great	-.276	.367	.135	.053
3	Wanted a break from my college studies	-.290	.423	.179	.044
4	Wanted to move (or was transferred)	.217	.479	.229	.050
5	Marital situation changed my educational plans	.203	.518	.268	.039
6	Did not like the size of this college	.149	.550	.303	.035
7	Desired major was not offered	.307	.580	.336	.033
8	Course content in major unsatisfactory	.172	.598	.358	.022
9	Uncertain about the value of a college education	-.376	.616	.380	.022
10	Tuition and fees more than could afford	-.293	.628	.394	.014
11	Could not find summer employment	.039	.640	.409	.015
12	Unhappy with college rules and regulations	.014	.647	.419	.010
13	Dissatisfied with the social life	-.052	.657	.432	.013
14	Inadequate study habits	-.250	.663	.439	.007
15	Experienced emotional problems	-.161	.668	.446	.007
16	Could not find part-time work	-.016	.672	.451	.005
17	Health related problem	-.042	.675	.456	.005
18	Chosen occupation did not require more college	-.239	.677	.459	.003
19	Wanted to travel	-.055	.680	.463	.004
20	Disappointed with quality of instruction	.156	.683	.466	.003
21	Influenced by parents or relatives	.086	.684	.468	.002
22	Commuting distances too great	.052	.686	.470	.002
23	Difficulty in obtaining transportation	-.132	.690	.476	.006
24	Did not budget money correctly	-.107	.692	.479	.003
25	Felt racial/ethnic tension	-.012	.694	.481	.002
26	Cost of living too high	-.144	.695	.483	.002
27	Wanted to get work experience	-.208	.696	.484	.001

Note. No other variables met the .50 significance level for entry into the model.

Table 3

Summary of Stepwise Multiple Regression Analysis Using "Decided to Attend a Different College" as the Criterion and Ratings of Satisfaction with College Services and Characteristics as Predictors

Step	Variable entered	r^a	R	R^2	R^2 Change
1	Financial aid services	-.168	.187	.035	.03[illegible]
2	Transcript services	.138	.247	.061	.0[illegible]
3	Day care services	-.129	.300	.090	.029
4	Testing/grading system	-.091	.339	.115	.025
5	College orientation program	.103	.374	.140	.025
6	Flexibility to design program of study	-.161	.394	.155	.015
7	Concern for you as an individual	.197	.417	.174	.019
8	Opportunities for involvement in campus activities	-.086	.442	.195	.021
9	Athletic facilities	.098	.459	.211	.016
10	Career planning services	-.074	.470	.221	.010
11	Academic advising services	.126	.482	.232	.011
12	Personal security/safety	-.073	.490	.240	008
13	Class size relative to type of course	.020	.500	.250	.010
14	Availability of courses at times you can take them	-.161	.509	.259	.009
15	Recreational/intramural programs	-.003	.513	.263	.004
16	Student voice in college policies	.023	.517	.267	.004
17	Attitude of nonteaching staff towards students	-.015	.521	.271	.004
18	Veterans services	-.098	.523	.274	.003
19	Computer services	-.071	.528	.279	.005
20	Student employment services	-.094	.530	.281	.002
21	Out-of-class availability of instruction	.033	.533	.284	.003
22	Library facilities and services	-.017	.535	.286	.002
23	Instruction in your major	-.018	.537	.288	.002
24	Residence hall services/programs	.070	.539	.290	.002
25	Food services	-.139	.543	.295	.005
26	Value of the information provided by advisor	.051	.545	.297	.002

Note. No other variables met the .50 significance level for entry into the model.

[a] The sign has been reversed to reflect a positive correlation between dissatisfaction and decision to attend a different college.

College Services and Characteristics

The third section of the survey sought to discover the participants' level of satisfaction with 23 services and 23 characteristics of the University of North Dakota. This section presents the findings in terms of whether or not students perceived the services or characteristics as being applicable to them, and if so, their rating of satisfaction.

Does Not Apply. Of the 23 college "characteristics," none received more than 30.0% "does not apply" responses. This is in marked contrast to the data in Table 4 which reveal that 10 college "services" were cited by 40.0% or more of the respondents as a service which "did not apply" to them. Of the 10 services, four (honors programs, computer services, veteran's services, day care services) would be expected to receive a large number of "does not apply" responses simply because they are used by only certain subgroups of students. The remaining six, however, are services that are of potential value to a much broader cross-section of students. The question as to why students are not using some of the available services cannot be answered on the basis of this study.

Satisfaction. Overall, the subjects were generally satisfied with their experiences at UND. Sixty-five percent said that they were "very satisfied" or "satisfied" with their decision to attend this institution while only 16.0% were "very dissatified" or "dissatisfied." Additionally, each of the 46 items in the College Services and Characteristics section received a greater percentage of students reporting satisfaction than dissatisfaction, with the exception of "parking facilities and services." Of the services and characteristics, 14 were rated by one-half or more of the respondents as satisfactory (see Table 5). "Credit-by-examination" which received a 51.1% satisfied rating has not been included in the table, however, due to limited student participation. If included, it would have been the fifteenth ranked item.

Table 4

UND College Services Perceived as Being "Not Applicable"

Service	Does not apply	Very satisfied/ satisfied	Neutral	Very dissatisfied/ dissatisfied
Day care service	81.9%	4.5%	88.6%	6.8%
Veterans' services	81.1	17.8	80.0	2.2
Honors program	59.0	32.0	61.9	6.2
College sponsored tutorial services	55.9	26.7	65.7	7.6
Computer services	53.4	43.8	51.8	4.5
Job placement service	52.9	29.5	61.6	8.9
College mass transit services	52.9	33.0	56.3	10.7
Student health insurance program	45.8	48.4	49.2	2.3
Credit-by-examinaton program (PEP, CLEP, etc.)	45.4	51.1	44.3	4.6
Student employment services	42.9	45.2	47.4	7.4

Note. Satisfaction ratings are based on the adjusted frequencies excluding those who indicated "Does not apply".

The items in Table 5 reveal student satisfaction with a variety of areas including: services and programs (4), academic related (4), registration (2), facilities (2), rules and regulations (1), and activities (1). Subjects reported the greatest satisfaction with: "library facilities and services" (86.4%), "variety of courses offered" (79.5%), "classroom and laboratory services" (74.9%), and "student health services" (74.2%).

Table 5

Nonreturning Students' Satisfaction with UND College Services and Characteristics

Services/characteristics	Does not apply	Very satisfied/ satisfied	Neutral	Very dissatisfied/ dissatisfied
Library facilities and services	4.2%	86.4%	8.3%	5.3%
Variety of courses	3.4	79.5	15.3	5.2
Class and lab facilities	5.9	74.9	21.1	4.0
Student health services	18.1	74.2	19.6	6.2
Residence hall services and programs	29.0	70.0	19.4	10.6
Recreational and intramural programs and services	17.2	67.3	24.5	8.2
Personal involvement in campus activities	7.1	66.4	32.7	8.6
Athletic facilities	17.6	65.1	25.1	9.7
Testing/grading system	4.2	60.1	25.4	14.5
Flexibility to design your own program	7.6	59.8	30.1	10.0
Personal security/safety	3.4	58.1	27.1	14.8
Course content in major field	8.8	56.0	24.5	19.4
Availability of courses	1.7	55.8	21.9	22.3
General registrations procedure	1.3	52.6	23.9	23.5

Note. Satisfaction ratings are based on the adjusted frequencies excluding those who indicated "Does not apply".

Dissatisfaction. Although the respondents generally indicated satisfaction with the services and characteristics of this University, eight items were identified as sources of dissatisfaction by 20.0% or more of the students (see Table 6). Of particular note are the three items regarding the academic advising process. The participants reported dissatisfaction with: "academic advising services" (32.4%), the "value of information provided by the advisors" (25.6%), and the "availability of advisors" (22.7%). The fact that more than one in every five students who responded were dissatisfied with these services and characteristics should not pass without notice. These items represent areas where improvements might well lead to increased retention.

Table 6

Dissatisfaction with UND College Services and Characteristics

Service/characteristic	Does not apply	Dissatisfied/ very dissatisfied	Neutral	Satisfied/ very satisfied
Parking facilities and services	11.8%	46.4%	22.0%	31.6%
Academic advising services	6.7	32.4	22.5	45.0
Concern for you as an individual	5.0	27.6	38.2	34.2
Value of information provided by your advisor	9.2	25.6	33.5	40.9
Class size relative to type of course	1.3	25.5	18.7	55.7
Out of class availability of your instructors	5.5	24.0	32.0	44.0
General registration procedures	1.3	23.5	23.9	52.6
Availability of advisor	8.8	22.7	34.3	43.1
Availability of courses	1.7	22.3	21.9	55.8

Note. Satisfaction ratings are based on the adjusted frequencies excluding those who indicated "Does not apply".

Local Optional Items

The last section of the survey instrument consisted of 11 locally developed items designed to gather additional information of specific interest to this institution. An interesting finding was that nearly two-thirds (64.9%) of the respondents indicated satisfaction with the "accuracy of the information they received" prior to enrollment. Despite this fact, 5.2% of the students contemplated leaving UND before they enrolled, and an additional 23.4% began to consider leaving during their first semester. By the end of their freshman year, more than 6 of the 10 students (61.5%) who responded to this survey had left or were considering leaving.

An additional finding of potential importance was that only 18.1% of those responding indicated they had used any of the University's programs/services (e.g., Counseling Center, Dean of Students Office) designed to assist

students in making the decision of whether to transfer, withdraw, or remain in school. Fully one-fourth of those leaving (28.6%) did not know about the services available. This finding may also be reflected in the fact that 40.0% did not "formally" withdraw and most likely simply did not return for the next school term.

Discussion

Students' stated reasons for leaving UND differed somewhat from those found by previous researchers (Astin, 1975; Pantages and Creedon, 1978; Harth, 1979). Whereas financial difficulties had been cited as one of the common major reasons in previous studies, it failed to rank as one of the top 11 reasons locally. Marriage/family and personal reasons also failed to gain much support. The importance of academic factors, however, was supported by this research.

The results of this survey indicate that students who have left the University of North Dakota prior to earning a degree did so primarily to attend a different college or because they wanted to move. Major factors underlying the decision to attend a different college included the desired major not being offered and dissatisfaction with a variety of other aspects of the institution. The decision to move seemed to be primarily related to travel desires. Although institutional retention efforts might logically be directed more toward the prevention of the first type of student reason for leaving (college transfers), the findings reveal that the task of targeting institutional efforts becomes difficult due to the multiplicity of reasons resulting in the decision to leave.

Although students generally reported satisfaction with the services and characteristics of UND (as well as with their own decision to enroll), some potential areas for improvement were identified based on stated levels of dissatisfaction. Perhaps of primary concern was the finding that three of the nine areas of least satisfaction concerned academic advising. These data provide additional support for current efforts within the institution to address this important area. Another item which should be of concern was the finding that 27.4% of those responding indicated dissatisfaction with the concern shown for them as an individual. Perhaps even more alarming is the fact that when the neutral responses are included in this total, almost two-thirds of the participants (65.4%) were neutral or dissatified. Institutional efforts to "personalize" student contacts and to treat students as something other than "just another number" were obviously not successful with these students who chose to leave.

The dissemination of information and program/service "outreach" for potential non-persisters is another consideration which deserves greater attention based on the results of this study. More than one-fourth of the students responding did not know about campus programs/services which might help them make the decision to transfer, withdraw, or remain in school, and four of every ten were "walk-aways" who simply left without formally withdrawing.

Interestingly, the majority of University characteristics and services identified as unsatisfactory by more than 20.0% of the respondents corresponded to the four institutionally associated "major" reasons for leaving this University. It appears that dissatisfaction with certain University functions may influence student decisions to leave UND. The evidence suggests that a positive change in the attitude of faculty and staff toward students, and an improvement in the quality of academic advising may be important in improving the retention rate.

APPENDIX A

COVER LETTERS AND MAIL SURVEY

THE
UNIVERSITY
OF
NORTH
DAKOTA

OFFICE OF THE PRESIDENT
Box 8193, University Station
Grand Forks, North Dakota 58202
(701) 777-2121

January 7, 1981

Dear Former Student:

Our records indicate you have discontinued your studies at the University of North Dakota. We are currently attempting to determine the reasons students leave UND prior to earning a degree. If there are things at UND which should be changed to make this a better place for students like yourself, we need to know that.

Please take 15-20 minutes to complete the enclosed survey. The survey is to determine why you left UND and your satisfaction with the services and characteristics of the University. Please respond to each item as honestly as possible. All information will remain completely confidential; your Social Security number is included only for research purposes and you will never be individually identified on any report prepared from this survey.

In addition to the questions in Sections I, II, and III of the survey, we have enclosed a mimeographed sheet containing some brief questions about UND. Please use the spaces provided in Section IV to answer these questions. If you have any comments or suggestions about UND, please write them in the space provided in Section V. We have included an addressed postage-paid envelope for your convenience in returning the completed survey.

Surveys such as this one help us to gather valuable information from students and former students . . . those who know UND best. Thank you in advance for your cooperation in this effort.

Yours truly,

Thomas J. Clifford

Thomas J. Clifford
President

TJC:pmn

THE UNIVERSITY OF NORTH DAKOTA

OFFICE OF THE PRESIDENT
Box 8193, University Station
Grand Forks, North Dakota 58202
(701) 777-2121

February 27, 1981

Dear Former Student:

We will soon be concluding our survey of students who discontinued their studies at the University of North Dakota. Unfortunately, we have not received your completed questionnaire. Since the information we obtain will allow us to gain valuable insight into the reasons students leave UND prior to earning a degree, we need your response. If there are things at UND which should be changed to make this a better place for students like yourself, we need to know that.

Please take 15-20 minutes to complete the enclosed survey. In addition to the questions in Sections I, II, and III, we have enclosed a mimeographed sheet containing some brief questions about UND. Please use the spaces provided in Section IV to answer these questions. If you have any comments or suggestions about UND, please write them in the space provided in Section V. We have included an addressed postage-paid envelope for your convenience in returning the completed survey.

All information you provide will remain completely confidential; your Social Security number is included only for research purposes and you will never be individually identified on any report prepared from this survey.

Thank you again for your time and cooperation. It is only through the help we receive from people like you that our survey will be a success.

Yours truly,

Thomas J. Clifford

Thomas J. Clifford
President

P.S. If you are a student on the Planned Educational Leave Program (PELP), we would still like you to complete the survey. Please indicate your PELP status in the comments section. Thanks.

WITHDRAWING/NONRETURNING STUDENT SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response to each item.

N=237

PAGE 1

USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of block A. Then, in the column below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A — SOCIAL SECURITY NUMBER (Identification Number)

B — AGE

18 or under	.4%
19	11.8
20	26.2
21	33.3
22	12.7
23 to 25	12.7
26 to 29	2.5
30 to 39	–
40 to 61	–
62 or over	.4

C — RACIAL/ETHNIC GROUP

Afro-American/Black	1.3%
American Indian or Alaskan Native	2.5
Caucasian-American/White	94.1
Mexican-American/Chicano	.8
Asian-American, Oriental, or Pacific Islander	–
Puerto Rican, Cuban, or Other Hispanic Origin	–
Other	1.3
Prefer Not to Respond	.4

D — WHAT WAS YOUR FINAL CLASS LEVEL AT THIS COLLEGE?

Freshman	50.8%
Sophomore	36.4
Junior	8.5
Senior	1.7
Graduate or Professional Student	1.3
Special Student	–
Other/Unclassified	.8
Does Not Apply to This College	–

E — FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE? (Select Only One)

No Definite Purpose in Mind	17.0%
To Take a Few Job-Related Courses	2.6
To Take a Few Courses for Self-Improvement	4.3
To Take Courses Necessary for Transferring to Another College	3.4
To Obtain or Maintain a Certification	3.0
To Complete a Vocational/Technical Program	1.3
To Obtain an Associate Degree	6.4
To Obtain a Bachelor's Degree	57.0
To Obtain a Master's Degree	2.6
To Obtain a Doctorate or a Professional Degree	2.1

18

F — WHAT WAS YOUR PRIMARY ENROLLMENT STATUS AT THIS COLLEGE?

Full-Time Student	94.9%
Part-Time Student	5.1

G — WHAT TYPE OF SCHOOL DID YOU ATTEND JUST PRIOR TO ENTERING THIS COLLEGE?

High School	92.8%
Vocational/Technical School	4.2
2-Year College	.4
4-Year College or University	–
Graduate/Professional College	–
Other	2.5

H — SEX

Male	39.2%
Female	60.8

I — MARITAL STATUS

Unmarried (Including Single, Divorced, and Widowed)	81.0%
Married	18.1
Separated	–
Prefer Not to Respond	.8

J — WHAT TYPE OF TUITION DID YOU PAY AT THIS COLLEGE?

In-State Tuition	92.4%
Out-of-State Tuition	6.3
Does Not Apply to This College	1.3

K — WHAT WAS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?

In-State Student	82.6%
Out-of-State Student	16.5
International Student (Not U.S. Citizen)	.8

L — WHAT ONE RESPONSE BEST DESCRIBES YOUR PLANS FOR THIS COMING YEAR?

Work Full Time or Part Time	39.6%
Enroll in College	38.4
Obtain a Job and Enroll in College	13.9
Care for a Home and/or Family	8.0
Other	6.3
Undecided	1.7

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M — INDICATE YOUR MOST RECENT COLLEGE RESIDENCE

College Residence Hall	40.5%
Fraternity or Sorority House	6.3
College Married Student Housing	4.6
Off-Campus Room or Apartment	26.2
Home of Parents or Relatives	16.0
Own Home	5.1
Other	1.3

N — DO YOU PLAN TO RE-ENROLL AT THIS COLLEGE?

Yes	13.5%
Undecided	20.3
No	66.2

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR COLLEGE MAJOR AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS O AND P, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

O — INDICATE YOUR COLLEGE MAJOR

P — INDICATE YOUR OCCUPATIONAL CHOICE

22

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DO NOT TEAR OR STAPLE THIS FORM

SECTION II—REASONS FOR LEAVING THIS COLLEGE *

Listed below are a number of reasons why a student might leave college. Please blacken the oval indicating whether each of the reasons listed was a **major** reason, a **minor** reason, or **not** a reason that you decided to leave this college.

			MAJOR REASON	MINOR REASON	NOT A REASON
PERSONAL	1	Learned all I wanted to learn at this time	1.7%	5.6%	92.6%
	2	Decided to attend a different college	40.3	17.2	42.5
	3	Health-related problem (family or personal)	6.1	4.8	89.2
	4	Wanted a break from my college studies	13.1	23.6	63.3
	5	Wanted to move to (or was transferred to) a new location	26.1	13.9	60.0
	6	Marital situation changed my educational plans	7.3	6.9	85.8
	7	Difficulty in obtaining transportation to this college	2.6	5.2	92.2
	8	Uncertain about the value of a college education	9.1	17.8	73.0
	9	Commuting distance to this college was too great	1.7	6.1	92.2
	10	Child care was not available or was too costly	1.7	1.7	96.5
	11	Family responsibilities were too great	3.9	5.2	90.9
	12	Did not like the size of this college	8.2	20.3	71.6
	13	Experienced emotional problems	9.1	13.8	77.2
	14	Felt racial ethnic tension	.4	2.2	97.4
	15	Felt alone or isolated	9.5	14.3	76.2
	16	Influenced by parents or relatives	2.5	12.1	85.3
	17	Had conflicts with my roommate(s)	2.2	6.9	90.9
	18	Wanted to live nearer to my parents or loved ones	10.8	9.5	79.7
	19	Wanted to travel	6.5	15.6	77.9
ACADEMIC	20	Dissatisfied with my grades	18.6	19.9	61.5
	21	Was suspended or placed on probation	4.8	6.1	89.2
	22	Courses were too difficult	5.6	16.9	77.5
	23	Courses were not challenging	1.3	8.2	90.5
	24	Inadequate study habits	13.9	29.6	56.5
	25	Too many required courses	7.3	11.6	81.0
	26	Disappointed with the quality of instruction at this college	12.6	16.9	70.6
INSTITUTIONAL	27	Desired major was not offered by this college	12.6%	5.6%	81.8%
	28	Desired major was offered, but course content was unsatisfactory	7.4	12.6	80.1
	29	Academic advising was inadequate	11.7	17.7	70.6
	30	Experienced class scheduling problems	5.2	16.0	78.8
	31	Dissatisfied with the academic reputation of this college	.9	6.1	93.1
	32	Could not find housing I liked	2.6	3.0	94.4
	33	Unhappy with college rules and regulations	2.2	3.9	93.9
	34	Impersonal attitudes of college faculty or staff	12.9	10.3	76.7
	35	Dissatisfied with the social life at this college	8.7	12.6	78.8
	36	Inadequate facilities for physically handicapped students	–	–	100.0
FINANCIAL	37	Did not budget my money correctly	6.5	10.0	83.6
	38	Encountered unexpected expenses	6.1	11.3	82.6
	39	Applied for financial aid, but did not receive it	5.2	6.9	87.9
	40	Financial aid received was inadequate	6.1	4.8	89.2
	41	Tuition and fees were more than I could afford	8.2	11.7	80.1
	42	Could not find part-time work at this college	.9	3.9	95.2
	43	Could not obtain summer employment	1.7	2.6	95.7
	44	Cost of living was too high in this community	1.7	3.9	94.4
EMPLOYMENT	45	Wanted to get work experience	9.1	15.2	75.8
	46	Accepted a full-time job	11.7	7.8	80.5
	47	Conflict between demands of job and college	8.2	4.7	87.1
	48	My chosen occupation did not require more college	4.3	1.7	94.0

Please reexamine your major reasons for leaving this college, and indicate the **single most important reason** by completely blackening the circle containing the number of that reason. For example, if your most important reason for leaving college was "19 Wanted to travel," you would blacken the circle containing the number "19" as illustrated below. (Blacken only one circle.)

● Wanted to travel	●		

*All percentages are based on adjusted frequencies

MAIN REASON: #2 - 17.0% 27 - 7.0
5 - 6.2 20 - 6.4

19

23

24

MAKE NO STRAY MARKS ON THIS FORM

SECTION III—COLLEGE SERVICES AND CHARACTERISTICS *

Please blacken the oval that indicates your level of satisfaction with each of the following **services** and **characteristics** of this college. If any item is not applicable to you or to this college, fill in the oval in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

* All percentages are based on adjusted frequencies

COLLEGE SERVICES	DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
1. Academic advising services	0	45.0	22.5	32.4		
2. Personal counseling services	0	36.6	44.1	19.4		
3. Career planning services	0	34.8	45.9	19.3		
4. Job placement services	0	29.5	61.6	8.9		
5. Recreational and intramural programs and services	0	67.3	24.5	8.2		
6. Library facilities and services	0	86.4	8.3	5.3		
7. Student health services	0	74.2	19.6	6.2		
8. Student health insurance program	0	48.4	49.2	2.3		
9. College-sponsored tutorial services	0	26.7	65.7	7.6		
10. Financial aid services	0	54.1	28.0	17.8		
11. Student employment services	0	45.2	47.4	7.4		
12. Residence hall services and programs	0	70.0	19.4	10.6		
13. Food services	0	61.4	20.1	18.5		
14. College-sponsored social activities	0	52.7	36.3	10.9		
15. Cultural programs	0	47.4	48.7	3.8		
16. College orientation program	0	55.9	36.3	7.8		
17. Credit-by-examination program (PEP, CLEP, etc.)	0	51.1	44.3	4.6		
18. Honors programs	0	32.0	61.9	6.2		
19. Computer services	0	43.8	51.8	4.5		
20. College mass transit services	0	33.0	56.3	10.7		
21. Transcript services	0	55.7	36.5	7.8		
22. Veterans services	0	17.8	80.0	2.2		
23. Day care services	0	4.5	88.6	6.8		

COLLEGE CHARACTERISTICS	DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
24. Testing/grading system	0	60.1	25.4	14.5		
25. Course content in your major field	0	56.0	24.5	19.4		
26. Out-of-class availability of your instructors	0	44.0	32.0	24.0		
27. Instruction in your major field	0	53.7	31.0	15.3		
28. Class size relative to the type of course	0	55.7	18.7	25.5		
29. Variety of courses offered by this college	0	79.5	15.3	5.2		
30. General registration procedures	0	52.6	23.9	23.5		
31. Availability of the courses you want at times you can take them	0	55.8	21.9	22.3		
32. Flexibility to design your own program of study	0	59.8	30.1	10.0		
33. Availability of your adviser	0	43.1	34.3	22.7		
34. Value of the information provided by your adviser	0	40.9	33.5	25.6		
35. Preparation you are receiving for your future occupation	0	39.3	43.8	16.9		
36. Student voice in college policies	0	29.9	54.5	15.6		
37. College rules governing student conduct	0	48.2	47.7	4.0		
38. Residence hall rules and regulations	0	57.7	30.4	11.9		
39. Classroom and laboratory facilities	0	74.9	21.1	4.0		
40. Athletic facilities	0	65.1	25.1	9.7		
41. Parking facilities and services	0	31.6	22.0	46.4		
42. Attitude of college nonteaching staff toward students	0	46.9	44.1	8.9		
43. Racial harmony at this college	0	58.5	38.5	3.0		
44. Concern for you as an individual	0	34.2	38.2	27.6		
45. Opportunities for personal involvement in campus activities	0	56.4	32.7	8.6		
46. Personal security/safety on this campus	0	58.1	27.1	14.8		

DO NOT TEAR OR STAPLE THIS FORM

SECTION IV—OPTIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no optional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L

SECTION V—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

(See Appendix B)

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27

DO NOT WRITE BELOW THIS LINE.

UNIVERSITY OF NORTH DAKOTA

Withdrawing/Nonreturning Student Survey

DIRECTIONS: The accompanying survey form has a space entitled "Section IV- Optional Questions" Please record your responses to the following questions in that space.

1. How satisfied were you with your academic performance at UND?
40.3% a. Very satisfied
26.2 b. Satisfied
20.2 c. Neither satisfied nor dissatisfied
8.2 d. Dissatisfied
5.2 e. Very dissatisfied

2. How many extracurricular activities (e.g., clubs, student government, sororities, intramurals, etc.) were you involved in at UND?
12.4 a. None
34.3 b. One
17.6 c. Two
25.3 d. Three
10.3 e. Four or more

3. When did you decide to attend UND?
15.9 a. During or before my junior year in high school
59.7 b. During my senior year in high school
9.0 c. Shortly after graduating from high school
9.0 d. After being out of high school for 1-2 years
6.4 e. After being out of high school for 3 or more years

4. Overall, how well do you believe you "fit" into the academic and social life at UND?
6.4 a. Very poorly
7.3 b. Poorly
36.5 c. So-so
36.9 d. Quite well
12.9 e. Very well

5. Considering your overall experience at UND, how satisfied are you with your decision to attend?
22.8 a. Very satisfied
41.8 b. Satisfied
18.5 c. Indifferent
11.6 d. Dissatisfied
5.2 e. Very dissatisfied

6. When did you first seriously consider leaving UND?
5.2 a. Even before attending
23.4 b. During my first semester
32.9 c. During my second semester
31.6 d. During my sophomore year
6.5 e. During my junior year
.4 f. During my senior year.

-OVER PLEASE-

7. How satisfied are you with the accuracy of the information you received from UND about the school prior to your enrollment?

6.7% a. Very dissatisfied
6.2 b. Dissatisfied
22.2 c. No opinion
50.2 d. Satisfied
14.7 e. Very satisfied

8. Several offices on campus (Counseling Center, Dean of Students, etc.) are prepared to assist students with the decision about whether to transfer, withdraw, or remain in school. Please select one of the following responses which best reflects the situation you experienced at UND.

26.9 a. This wasn't a problem for me
28.6 b. I didn't know about the services available
26.0 c. I was aware of the services, but did not seek help
11.5 d. I used the services and was satisfied with the help received
6.6 e. I used the services but was DISSATISFIED with the help received

9. How much difficulty did you experience at UND in taking the courses you desired at the times you wanted?

18.7 a. Always able to
54.7 b. Usually able to
18.7 c. Sometimes able to
7.6 d. Usually unable to
.4 e. Never able to

10. How satisfied were you with the process of "formally" withdrawing from UND?

40.0 a. Did not formally withdraw
6.2 b. Very dissatisfied
7.6 c. Dissatisfied
21.3 d. Indifferent
21.3 e. Satisfied
3.6 f. Very satisfied

11. Which college were you enrolled in at UND?

12.4 a. Arts & Sciences
5.3 b. Center for Teaching and Learning
6.2 c. Engineering & Mines
.9 d. Law
2.2 e. Nursing
19.6 f. Business & Public Administration
.9 g. Graduate School
44.9 h. University College
.4 i. Medical School
4.9 j. Fine Arts
1.8 k. Human Resources Development

-THANK YOU-

APPENDIX B

COMMENTS AND SUGGESTIONS

I left UND to attend State simply because of the weather! You run a very fine University far better than the one I'm attending now both academicly and socially. I really miss the family atmosphere you have created, but everytime I listen to the weather and hear it's 20 below I thank GOD for 80 above in January.

The main I did not return was the fact I did not get into residence my first term and to get in second term I would have had to stay with a stranger and not my friend. I also felt there were too many required courses which were in areas of little benefit to me.

I think UND is a good school, but I decided I wanted a bigger college and one further away from home to attend.

Good College, hope my kids go there some day!

I really didn't have any major complaints about the college, as a whole. I just needed a break from studying and wanted to be closer to home.

I withdrew from School Because I wasn't yet ready to handle the Responsibties that came with moving out on your own, I didn't know how to budget my money and I was having more fun with my friends than with my studies. I would have been a lot smarter if I would have waited a year and then went to school.

I felt that while I was attending UND that as a freshman I was nothing more than a number. I was totally dissatisified with the counseling services and the impersonal manner in which I was treated by instructers. Class sizes I felt were much to large to be benefical to either the instructer or students. I am continuing my studies at another in-state college, am doing quite well and am more satisfied at a smaller institution, at least for undergraduate work.

In the first place, your summer registration program stinks. Someone there signs you up for a bunch of classes you have no idea about. They sign a freshman up for 19 credits with 7 different courses & the person doesn't even know what a credit is. The student gets so confused that it's pitiful. the nineteen credits is only to make money for UND in the first place. Freshman should take more than 15 or 16 the first semester.

Your staff all act like they're doing you a big favor to let you come there. My advisor was the only person I was pleased with.

UND is a very good school, but student-teacher relationships in many classes werer unsatisfactory for me. I am now attending a smaller college where I am able to receive help when desired & are able to become aquainted with them. It just is a much more relaxed atmosphere for me and my family.

I was a resident of No. Dakota for 2 years before applying to & was accepted to UND. I am originally from Connecticut, where I now reside. I have nothing but good to say about my first, formal college experience. UND has a wide variety of majors, housing was adequate, & my fellow students were warm, friendly & helpful. The reason I left UND was because I was so far away from family and friends.

UND is a good school. I now attend Oregon State University as a forestry major. I left UND not because of inaquacies or problems with the school,

but due to personal reasons completely out of UND's control. I have good feelings about my year of school at UND. (Really enjoy the hockey team, too!)

I was very pleased with the University of North Dakota. and withdrew do to job related requirements, family relocation, and soon to be married life. Although I plan to continue my education at another college in the state I reside in now I have no regrets that I attended UND and I would go back in a minute if I'm ever in North Dakota again.

I am glad I could be os some assistance to you. And tell you the University of North Dakota is an excelent college.

The main reason for my leaving UND was the attitude of UND. It seemed to me that I was a liberal minded student in a ultra conservative college. Also, I felt UND seemed to project a false impression into students minds that they were a superior college, relative to NDSU and possibly even to U of M in Minneapolis.

I would recommend that UND have more extensive financial aid counseling. Specifically, I mean that many students find college a stressful and sometimes lonely experience. I was one of those students who felt this way and my method of cheering myself up was to spend some money. I ran out of "cheer" halfway through my sophmore year, however and found myself far in debt and trying to be a full time student with a 40 hour/wk job. I do not feel that students are made aware of the combination of stress from school & properly bufgeting money. I have talked with many students from UND (& other schools) who have had the same problem that I do. (Although not quite like my extravagance.)

I found the college very nice, but I could not stay in the impersonal atmosphere as just a mere number or name to my teachers.

Overall UND is a fine school. My main problem was not really knowing what I wanted for a career. I'm sure that would of made a lot of difference in my quiting school.

No personal contact and exchange between student and teacher. School seemed more concerned with amount of students enrolled, rather than sincerly attempting to give them direction!

UND is a good university I think from my experience there! One of the biggest difficulties for me was lack of preparation for college in high school--didn't know what to expect.

I would like to make a suggestion though. Maybe some of the instructor's motives for teaching should be looked into (i.e. having students learn). I remember one explicity saying he was out to 'sift' the students as to who would pass his course.

Felt lonely. I had trouble making friends. The impersonal attitude of the college was a large factor. I felt like I was one insignificant student in a college of many significant students.

I came from a small school. I was used to having a class of 30 students & knowing my teachers very well. It was a very difficult experience for me to get used of being like a number in such big classes. I think there should be a special program for students who are entering college who have graduated

from small schools. I really think I could have used a little more reassurrance & confidence.

On sveral occasions I made appointments with instructors & showed before the time set up but apparently the instructors were too busy to accomodate me! Thank you!

I wasn't really dissatisfied with the school, just some courses that I really wanted to take were full at the time. I really didn't want to take all the required courses either--just the basic ones I wanted. It was just hard for me to study something I wasn't involved with or any relation to my job.

Dorm life was extremely over regulated and since living on campus was important to me this affected my decision to leave.

I would just like to say that UND didn't have a lot to do with my leaving. I liked the school and have good memories of it. I quit because I wasn't interested in studying at the time and I was just wasting time and money having a good time. One thing I was dissatisfied with was my counselor in the -----dept. He was uncaring and impersonal. All in all UND was a nice experience for me and I'm very glad I went for the year I did.

The main reason I left UND was because I felt very unsure of what I was doing (career wise). I felt that taking time out to get a full time job would be beneficial to help me decide what I was interested in. I feel it is hard for any incoming freshman to know right away what he or she wants to do for the rest of his or her life. If there were some type of counseling program or a program that was better advertised to help students with decisions like this and to give students more support in this area, it would be very beneficial to both the students and the college. There are so many areas (jobs) for people to get into that sometimes it tends to be very overpowering.

For me, I don't think anything specifically about UND made me want to transfer. I got good grades, made many special friends, and got involved with many activities. It was much more of a personal decision, something I had to do for myself. I just felt a sort of "calling" somewhere else. I loved the school and I still do, but I guess it's just not made for everyone.

UND is an excellant school, it was simply too big. I graduated from high school with fifteen kids and it was hard for me to adjust to such a big school. It was too impersonal.

I was disappointed in the social events offered; for all were at the bars and you had to be 19 to partake, so freshman weren't given the opportunity to participate.

I'm getting sick and tried of hearing from you so please stop!! I left that Univ. to get away from it and look what I get!!

I wasn't happy with the fact that I had to take so many courses that had little or nothing to do with my major. Then to make matters worse, the teachers didn't act like they wanted to be there anymore than I did!

I basically did not decide to leave U.N.D. until the very end of my Freshman year. I decided that I would have to apply myself alot more than I had during the year in able to endure three more years. I didn't think I was

ready to apply myself that much so I decided that I should not return to U.N.D. or any other college until I made sure I was ready - I was also offered a trip to Colorado during what would have been my sophmore year which also helped my decision to not return!

The poor quality of instuctors and the poor personal attention are the major reasons I left U.N.D. Many of the instucters could not speak good English and could not convey the material required.

Instructors were never there when you need help. Some don't teach too well. It just seemed to me that i was not learning nothing. Not I go to ----- Business College. I received a 3.1 average on my first report card and at UND I got a 0.05 average so you can see the difference of the grades and instructors. And here at ----- you get more personal attention.

The major reason why I quit UND was because I wanted to get married. If I wasn't going to get married I planned on transferring to a tech school and changing majors. UND was very hard for me If I could've wrote my way through but unfortunately they won't let a person write their way towards a degree. The tests were just to hard for me.

UND is a fine school. The problem lies in the fact that it's located so far from a metropolitan area. As a musician, the city life has more to offer in the way of opportunities, and metropolitan Universities share this advantage.

The opportunities for a decent social life outside of the tremendous amount of "partying" was limited especially for those who don't have a car. The drinking that was going on in the dorms & fraternities are fine for about the 1st semester, but it got tiresome.

I think that a student who is paying his/her own way through college, no matter what their folks make should be able to receive some sort of grant to help them out.

I decided to withdraw from UND because of family responsibilities. I learned it was too hard to attend school and do a good job of it and raise a family also. I have decided to return to some type of college after my husband has completed his studies.

I left UND because I changed majors & UND didn't offer that. Someday I hope to come back to attend school at UND.

Even as I left UND I had plans of returning. Now, after 2 quarters at -----, I appreciate UND more than ever, and hope to take full advantage of all it offers when I return in 1981, fall.

My break from UND has been worthwhile academically as I am living with a Chem major & have passed chemistry finally. You should have a easier Chem 100 up there!

I hope to be a much more stable college student in my future years at UND.

Room and board is to expensive. The book store shouldn't make money on used books since they made money the first time they sold it. Books are something you need and there is no reason the university should put tat extra amount back onto the students. Don't the students pay enough to begin with?

I was placed into the hospital for psychiatric observation, (?) was not told how long I would be there or for what reasons. Consequently, I became very alarmed, and decided the best thing to do was quit. Nobody really seemed to know what was going on--and I mean the people in charge of the hospital.

I did not intend to quit school, but because of health problems, didn't have a choice.

Instead of wasting much time and money on an impersonal survey such as this, I think a simple, personal phone call or letter would better serve your purpose of finding out why people left UND.

I am currently enrolled at ----- State and will graduate in November. I am very satisfied with --, and I feel the instructors there are much more interested in their students than are the instructors at UND. The reason I left UND was a general dislike of Grand Forks. I also was undecided as to what I wanted to do, so instead of wasting money on another semester, I decided to stay out of school for 1 quarter. I am very satisfied with my decision to leave UND.

Out of state tuition is very expensive and the Canadian exchange made it almost impossible for me to pay that kind of money for something I wasn't sure I wanted. I had a good year at UND and the one year experience helped alot in getting my present job.

Nowhere in this survey did you allow for leaving because of pregnancy. As far as your withdrawl system goes, I had read that a person could get a "leave" from school and therefore still be enrolled. When I called to ask however, I was told that all I had to do (or could do) was not enroll for the next semester.

I was very satisfied with UND and wanted to continue attending. The main reason for quitting was that I was offered a deal I couldn't refuse!

I would like you to know - the only reason I filled this crazy application out was was because I was VERY UPSET w/ the U. I did not withdraw. I was kicked out because of my grades.

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